



Power Point

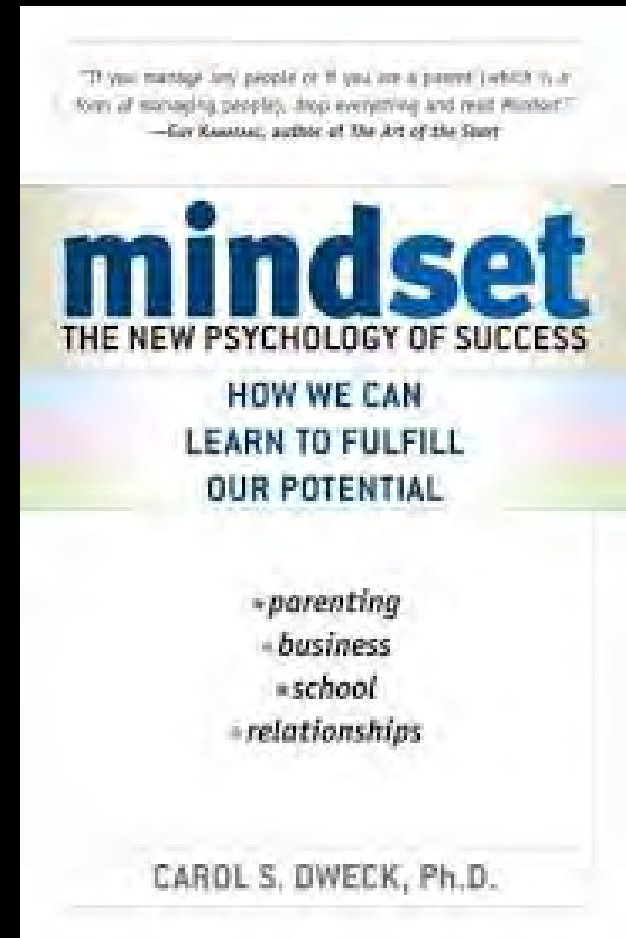
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Mindsets for Motivation

Presented by: Anne
Keith

Assessment Conference
– January, 2014









Goals of this session

1. Introduction to the work of Dr. Carol Dweck.
2. Understand the difference between **fixed** and **growth** mindsets.
3. Brainstorm/share ideas to incorporate into classrooms.



How I found Dweck....

Assessment Training Institute- Portland

Research shows that regular, high quality FORMATIVE ASSESSMENT increases student achievement.

Teachers need to help students
respond to assessment results:

- I UNDERSTAND THE RESULTS
- I KNOW WHAT TO DO NEXT
- I AM O.K. WITH THE RESULTS
- I CHOOSE TO **KEEP TRYING!**

Fixed –vs- Growth Mindsets



FIXED MINDSET

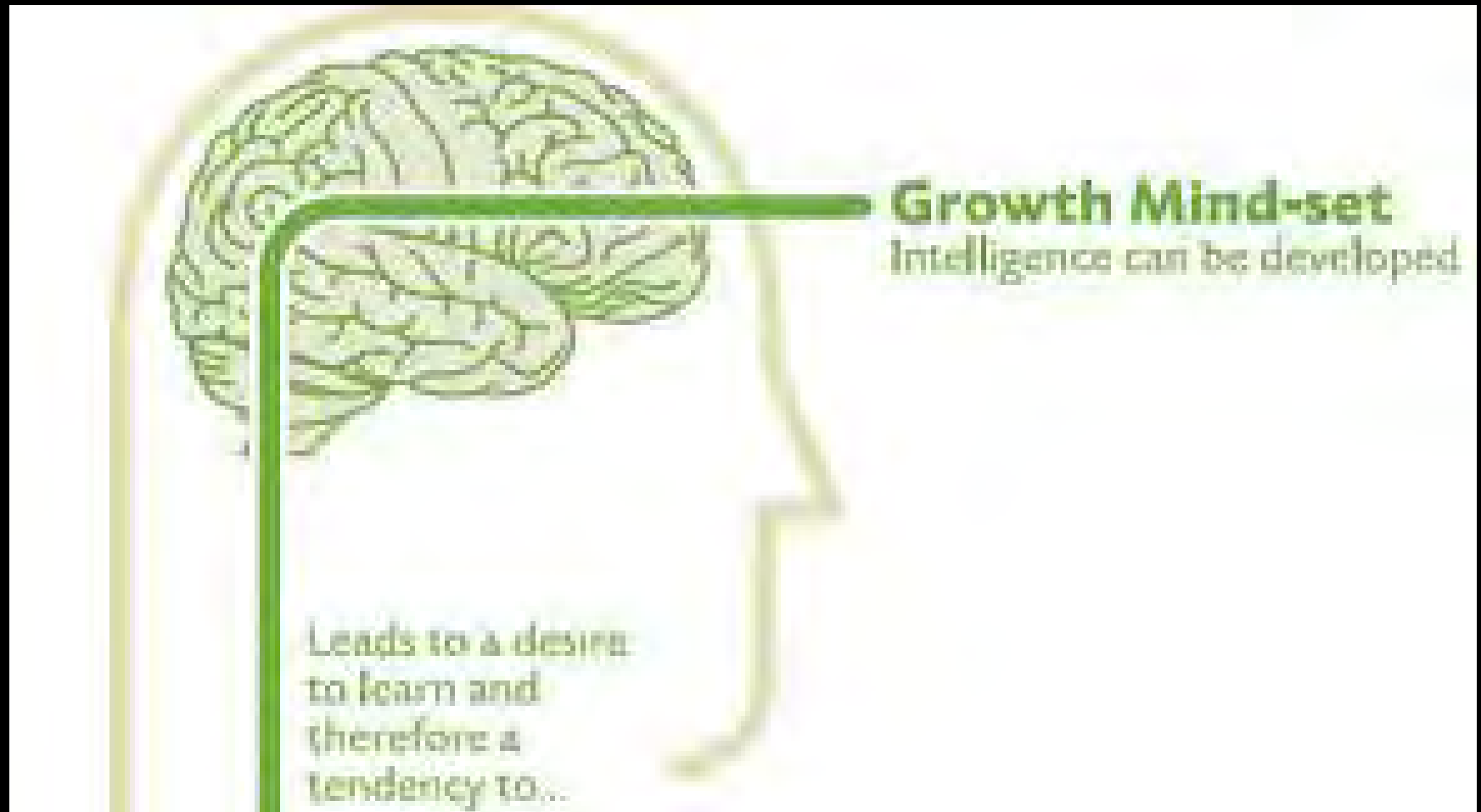
Fixed Mind-set

Intelligence is static



Leads to a desire
to look smart
and therefore a
tendency to...

GROWTH MINDSET



Dweck's research on middle school girls

- Two groups with same ability levels/past records indistinguishable.
- Students with fixed mindset showed decline in grades.
- Immediate drop off in grades, and slowly did worse over two years.
- Students with growth mindset showed an increase in grades over two years.

GROWTH MINDSET = SUCCESS

A growth mindset leads to a desire to learn and therefore a tendency to embrace challenges, persist in the face of setbacks, see effort as the path to mastery, learn from criticism, and find lessons and inspiration in the success of others. All this results in HIGHER ACHIEVEMENT!



Mindsets occur in all aspects of life

- Athletes
- Coaches
- Bosses
- Workers
- Relationships/ spouses
- Parents
- Children





Brain Break!

Give One Get One



So.... What can we do?



TEACH KIDS the research

- ❖ Babies analogy
- ❖ Famous Failures
- ❖ How their brains work
- ❖ Sports analogies



Michael Jordan Quote:

“I’ ve missed more than 9,000 shots in my career. I’ ve lost almost 300 games. Twenty-six times, I’ ve been trusted to take the game winning shot and missed. I’ ve failed over and over again in my life. And that is why I succeed.”

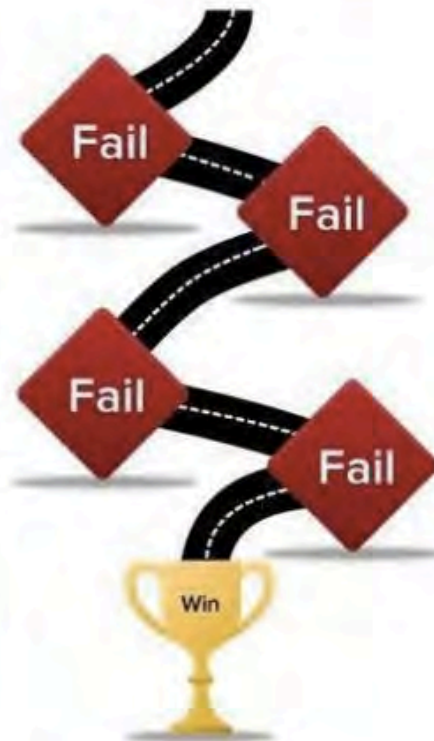


“Fail Forward”

What Most
People Think



What Successful
People Know



YOU HAVE ONLY

FAILED

IF YOU

HAVE

GIVEN

UP

Until then, it's learning



Math classroom examples:

- Math takes PRACTICE
- Learning is a community endeavor
- Math MISTAKES are my friends

Math vs. writing

Writing process EXPECTED with multiple revisions...

First math answers usually expected/ scored based on correctness

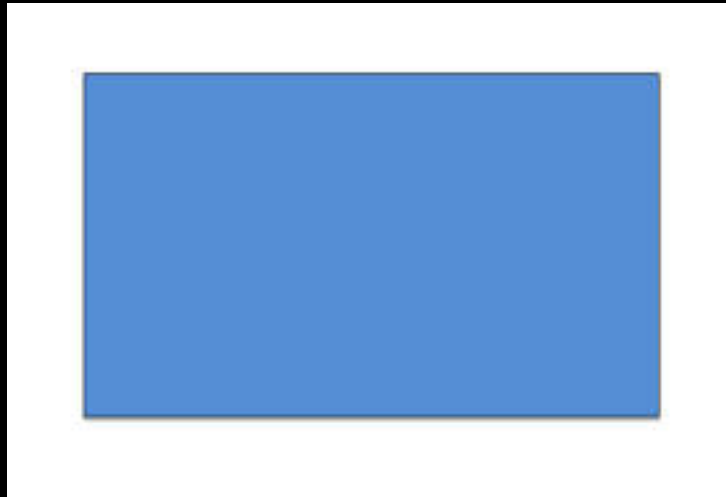


MATH GALLERY WALK example....



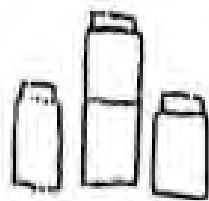
Math tasks: simple example

- Find the perimeter of a 10 x 3 rectangle

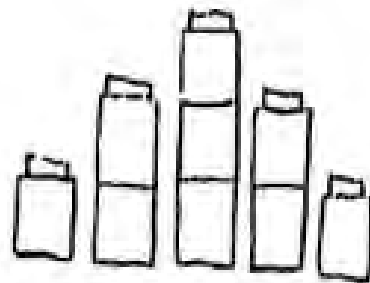


- Construct 2 rectangles with a perimeter of 26

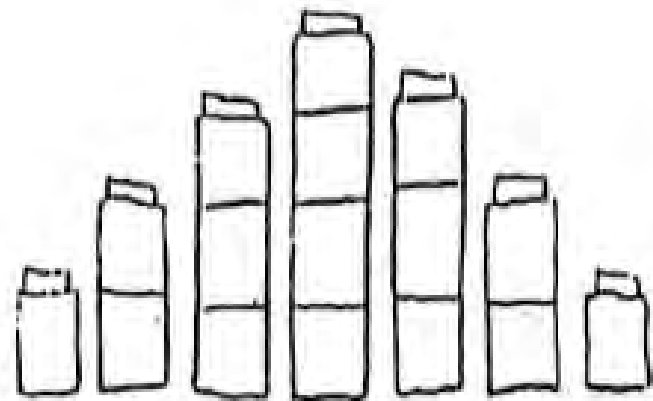
Deeper task



Case 1



Case 2



Case 3

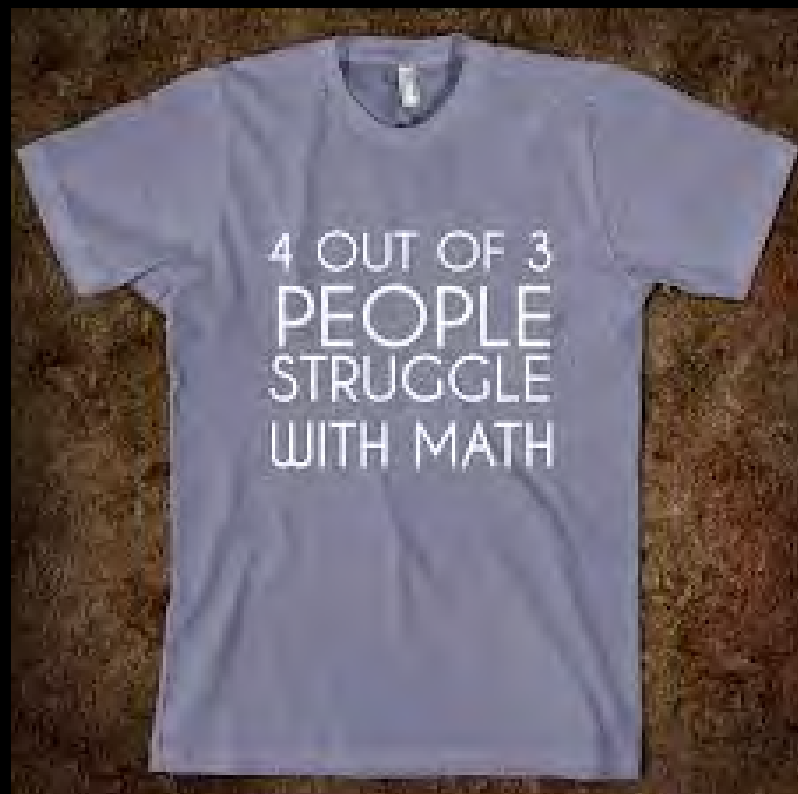
How do you see this shape growing?

How many cubes are in case 100?

Learning should be a “STRUGGLE”

“You ARE capable.

“I’m here to support you but not take away the struggle.”





“WORKSHOP” APPROACH K-12!

- LAUNCH
- STUDENT EXPLORATION TIME
- SUMMARIZE
- CONFERENCES WITH INDIVIDUALS AND/OR SMALL GROUPS

HONOR MISTAKES

- Analyze errors (real or made up)
- Mistakes are opportunities to investigate further
- CHEER when someone shares learning from a mistake
- Model “disagreeing with one’s self” rather than feeling WRONG
- Mistakes are “stepping stones along the way to understanding”

FEEDBACK IS CRUCIAL!

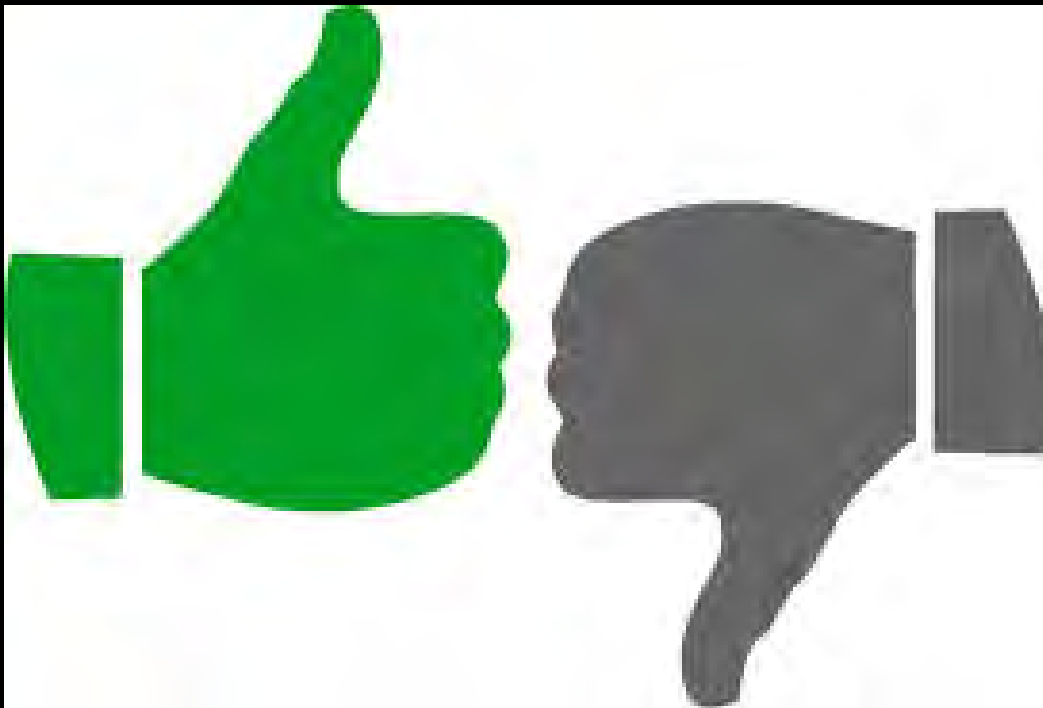
“Feedback is the breakfast of champions.”

– Vince Lombardi



PRAISE EFFORT not ABILITY

Our words are powerful....



THUMB UP if
GROWTH
MINDSET

THUMB DOWN IF
FIXED MINDSET



“You learned that so quickly! You’ re
so smart!”



“Look at that drawing, is he the next
Picasso or what?”

“You really studied for your test and your improvement shows it. You read the material over several times, you outlined it and you tested yourself on it. Your hard work paid off!”

“Everyone learns in a different way. Let’s keep trying to find the way that works for you.”



dreamstime.com



“I know this is really hard for you. You haven’t mastered it **YET**, but it will get easier with practice.”

“No one in our family is good at math”

“I liked the effort you put in, but let’s work together some more and figure out what it is you don’t understand.”



“You are so brilliant, you got an A
without even studying!”

“I know school used to be easy for you and you used to feel like the smart kid all the time. But the truth is that you weren’t using your brain to the fullest. I’m really excited about how you’re stretching yourself now and working to learn hard things.”

School-wide Themes?

Colorado School chant:

WE SAY WE CAN,
WE MAKE A PLAN,
WE PUT OUR MINDS TO IT.
WE KNUCKLE DOWN,
WE BUCKLE DOWN,
AND DO IT, DO IT, DO IT!

Parents can ask different questions:

- What did you **learn** today?
- What **mistake** did you make that taught you something?
- What did you **try hard** at today?



Brain Break!

Give One Get One





Did we meet the goals of this session?

- Introduction to the work of Dr. Carol Dweck.
- Understand the difference between **fixed** and **growth** mindsets.
- Brainstorm/share ideas to incorporate into classrooms.

THANK YOU!

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